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ABSTRACT

Written by a planning team representing 10 schools in the Portland, Oregon area, the program assessment and planning guide is intended to be an instrument for planning and measuring the achievement of career education programs for grades K-12. Its format is designed to separate problems into a priority ranking and list them by the year to help establish long-range plans. Major sections are devoted to curriculum (philosophy, goals/objectives, revision, evaluation, guidance and counseling, individualization, interdisciplinary, articulation, work experience, and youth organization), human resources, (staff development, guidance skills, personnel, and community), physical resources (school and community), and long-range plans, each with pages representing a subarea of activity or concern. Each page is divided into column format for use in determining level of achievement in relation to stated goals, i.e., Here: What is... and There: What ought to be. A program assessment profile and forms for planning and for budget projections are included. (MDW)

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AAPS

LOCAL ATTENDANCE AREA PLANNING

FOR

CAREER EDUCATION

1973-74

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Portland Public Schools
Area II
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CE003700

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Acknowledgment --

This Career Education Program assessment and planning guide is the result of the work of a planning team representing the 10 schools in the Madison High School Attendance Area.

This team realized that career education is a kindergarten through grade twelve effort and that many of the problems of implementation would be common among the schools. The team also felt that some way of measuring program level five years in the future was needed and that this measurement instrument could serve as a way of determining present program levels. Any differences between present and desiring levels are easily identified as problems to be solved. Sorting of the problems into priority order and listing them into the year to be solved establishes the long-range conceptual plan of accomplishment.

Detailed plans to solve each years identified problems become the base for developing Program Change Objectives (PCO) to request resources to enable implementation.

The base document used by the planning team in this development during 1972-73 was a Model Program Assessment utilized by the State Department of Education at the Multi-cluster Development Center in Hermiston, Oregon. The team included the concepts in the base document, reorganized into a different pattern and added criterion measurement statements to complete the guide.

This guide was then utilized by Madison, Marshall and Adams Attendance areas during 1972-73 and resulted in effective plans for each building. This guide has been revised by the Madison Attendance Area planning team and will be used by all Area II schools to assess 1973-74 program level and revise their building long-range plans.

Development, use and revision of this guide was coordinated by the Area II Career Education Specialist, Leroy E. Wallis. Assisting in revision and use during 1973-74, in addition to building principals and career education coordinators were Attendance Area Coordinators Tom Parr, Richard Rumble and Cathy Williams.

Area II Staff is very appreciative of this developmental effort and is supportive of the long-range planning that will result.

Don W. James

Why Career Education?

Portland School Board Action Number 5338 July 12, 1971 was one of the actions by the Board of Directors. Its title was Learning Opportunities Career Education Department. This action appeared in the minutes as follows:

> "WHEREAS, The public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities. Those learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline, and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree, determined by his work role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development, therefore be it further
>
> RESOLVED, It is recommended that the Board of Education hereby approved in principle this Career Education program, give it high priority, and provide additional financial assistance as it becomes possible."

In order to succeed in this task, it is necessary to develop long-range plans for our schools.

Career Education Is---

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combine effort of school and community. It is a current, on-going activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

Why Plan?

Planning must always precede building. This is true in all endeavors, Career Education is no different.

Conceptual Planning must be separated from implementation as it serves as the foundation for implementation. Conceptual Planning includes: setting purposes; goals and objectives; assessment of present levels; identification of problems and setting priorities and timelines.

Within education, financial timelines are always 2 to 3 years from conception of a major project or need to actual implementation. For this reason as well as meeting long-range needs, Conceptual Planning for 3 to 5 years in the future is an absolute necessity to effect change.

Conceptual Planning must be kept simple and not be bogged down with minor details. Detail Planning is developed as the first step in implementation and occurs as a result of committed resources gained through Conceptual Planning.

As an agent of society, it is the responsibility of schools to assist young people in planning and developing a satisfying and productive life consistent with their abilities and society's needs. Students, through their schooling, should be prepared to fulfill their life roles of family members, citizens, workers and users of leisure time.

ALL EDUCATION IS CAREER EDUCATION.

PORTLAND PUBLIC SCHOOLS
AREA II
8020 N.E. Tillamook St.
Portland, Oregon 97213

Career Education Program Level Goals

The overall program goal for Career Education is:

> Every learner shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed though tentative, selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

The kindergarten through grade six level program proposes in its goal that:

> > Every learner shall, upon completion of the kindergarten through grade six portion of his public school education have developed an awareness of the world of work, including: knowledge of a variety of occupations and their related tools and duties; knowledge of contribution and interdependence of work done by members of society; relationship of subject matter to the world of work; and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

The grade 7 through 10 level program is primarily one of continuing guidance and proposes through its goal that:

> > Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, including hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

The grade 11 and 12 level program has as its responsibility the development of employment competencies in selected fields and proposes through its goal that:

> Every learner shall, upon completion of the grade 11 and 12 portion of his public school education, have developed, through participation in a skill development program based upon clustering of similar jobs into broad families of occupations, entry level competencies in a cluster of his choice that will enable entry into employment or an advanced training program.

To reinforce the responsibilities of the schools to provide adequate career based guidance and counseling services to their students, specific goals have been developed that propose that:

> Every learner shall, as he participates in public school, kindergarten through grade 12, have been provided with guidance services, emphasizing career roles based upon the cluster concept, that will assist the learner in determining his aptitudes, interests, abilities and potentials and application of this knowledge to identify a personal career goal and develop an educational program to fulfill this goal.

> Every learner shall, as he participates in public schools, kindergarten through grade 12, have been provided with counseling services to assist in solving personal and internal problems that are encountered as the learner's self-concept emerges and instructional program is planned and accomplished.

Adopted 11/1/71

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. PHILOSOPHY: Career Education is included in the total school curriculum and therefore is the responsibility of every teacher to implement.		I-A-1 The school philosophy statement for education includes a career emphasis that was developed and reviewed regularly by staff and community, utilizing student input where appropriate.
		I-A-2 The philosophy statement of each curriculum program in our school includes career education.
		I-A-3 Every teacher has included a career emphasis in his/her philosophy statement about the educational process for which he/she is responsible; this philosophy being consistent with the school philosophy.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- (0 — 100% IMPLEMENTATION LEVEL)	THERE: What ought to be--
B. GOALS/OBJECTIVES: Clearly stated and staff accepted goals and objectives serve as the planning and implementing base for an instructional program and its subsequent evaluation.		I-B-1 Each curriculum program in the school has a written course of study with measureable student competencies and career goals.
		I-B-2 The Area II Program Level goal for Career Education has been reviewed and accepted or has been revised and accepted by the staff of this school. If the goal is revised, it has been submitted to the Area II Superintendent for review and recommendation.
		I-B-3 Each staff member has a copy of the Area II goals, the school goals, and specific program goals for his/her curriculum instruction responsibility and does demonstrate and implement the mutual interrelationships.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
C. REVISION: Any curriculum is subject to periodic review, revision, up-dating or removal, based on evaluation. This revision process is vital to a current, relevant instructional program.		I-C-1 Goals and objectives of each curriculum program are subject to review and staff acceptance at least once a year.
		I-C-2 Each teacher reviews his/her instructional program in terms of accepted program goals, makes appropriate changes and submits to principal or program leader at least once a year.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 ——— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. EVALUATION: A career education program should have as an integral element a definite plan for evaluation. Effective evaluation determines how well the program is meeting individual student needs, enabling each learner to become a contributing member of the community, especially in the world of work.		I-D-1 The evaluation plan is based on clearly stated, staff accepted, behavioral goals: and is implemented in a planned pattern.
		I-D-2 The evaluation process is a function of a cooperative effort of students, staff and school advisory committee members.
		I-D-3 Adequate records are maintained to enable evaluation of the components of the career education program in terms of stated goals.
		I-D-4 Evaluation results are used in planning programs and/or revising existing programs.
		I-D-5 Student evaluation is based on behaviorally state program goals to insure measure of student competencies.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
E. GUIDANCE AND COUNSELING: Guidance and counseling services assist each student to: mature in self-understanding and self-responsibility; develop decision making ability, values, attitudes and skills required for our society.		I-E-1 Time is provided for the school staff to develop and implement satisfactory guidance and counseling services.
		I-E-2 Each staff member is applying guidance procedures that include a career emphasis.
		I-E-3 Every learner shall, as he participates in public school, kindergarten through grade 12, have been provided with guidance services, emphasizing career roles based upon the cluster concept, that will assist the learner in determining his aptitudes, interests, abilities and potentials and application of this knowledge to identify personal career goals and develop an educational program to fulfill these goals.

CE CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
E. GUIDANCE AND COUNSELING: Guidance and counseling services assist each student to: mature in self-understanding and self-responsibility; develop decision making ability, values, attitudes and skills required for our society.		I-E-4 Every learner shall, as he participates in public schools, kindergarten through grade 12, have been provided with counseling services to assist in solving personal problems that are encountered as the learner's self-concept emerges and instructional program is planned and accomplished.

CE CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
F. INDIVIDUALIZATION: Instruction should be designed to allow each student to achieve his career goals. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interests, abilities, skills and attitudes.		I-F-1 Time is provided staff to become familiar with and implement individualized instruction methods.
		I-F-2 The school provides a plan that enables each student to progress at his own rate upon evidence of achievement.
		I-F-3 An effective plan for monitoring and reporting each student's progress is in operation.
		I-F-4 Competency levels have been established for purposes of student evaluation and are being utilized.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
F. INDIVIDUALIZATION: Instruction should be designed to allow each student to achieve his career goals. Resources, methodology, and teachers' efforts need to be combined in a setting flexible enough to accommodate students with varied interests, abilities, skills and attitudes.		I-F-5 Each concept included in the individualized instructional program can be approached using a variety of learning experiences.
		I-F-6 Learning experiences at a variety of levels are available to provide for remedial or advanced learning as needed.

CE CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING SCHOOL _____

I. Curriculum	HERE: What is-- (0 — 100% IMPLEMENTATION LEVEL)	THERE: What ought to be--
G. INTERDISCIPLINARY: A relationship should exist between all school subjects taught as each relates to the career goals selected by the student. Each discipline plays a vital part in helping the student achieve success in his career interest area.		I-G-1 Career education does not appear as a separate part of the curriculum at grades K-6 but appears as an emphasis in all skill development programs and attitude development programs.
		I-G-2 The exploratory career education program at grades 7-10 utilizes a career emphasis to build relevance into the curriculum and is an identified activity in every school program.
		I-G-3 This staff actively plans for and implements instruction utilizing career education as a vehicle for an interdisciplinary approach to learning.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
H. ARTICULATION: All career education programs should be designed to complement one another so that each student is able to pursue his career goals with optimum reward for time and effort.		I-H-1 The Program Level goals of career education in Area II demonstrates a planned progression of student competencies through the program, K-12. I-H-2 The expanded goals for each grade level of the career education program demonstrate a planned progression of student competencies through the grades, K-12. I-H-3 The planned instructional activities that implement the career education goals demonstrate a planned progression without gaps or repetition. I-H-4 Each high school has a planned procedure for progression of students into post-high school training experiences whether on-the-job, apprenticeship, private schools, community colleges or university.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
I. WORK EXPERIENCE: Students should have the opportunity to experience work as a part of the educational program in order to make sound judgments and decisions about their personal goals and to obtain job skills.		I-I-1 Work experience is available to all students at all levels from grade 7 through grade 12, including work observation, work sampling, general work experience and cooperative work experience.
		High Schools I-I-2 Teacher/coordinators are following district policies and written guidelines for work experience programs.
		High Schools I-I-3 The work experience training station is a part of the learning process and is contributing accordingly to a training plan negotiated between the school and the training station.
		High Schools I-I-4 Students are participating in the general and cooperative work experience programs in training stations related to their in-school program and their personal career goals.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

I. Curriculum	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
J. YOUTH ORGANIZATION: The function of youth organizations should center upon development of leadership qualities, cooperation, citizenship and participation in home, school, and community activities.		I-J-1 Appropriate youth organizations are utilized in career education programs where common goals are sought.
		I-J-2 Adequate provisions are available for finances, time, and adult advisors.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. STAFF DEVELOPMENT: School boards, through assistance of Area and central administration and school staffs, are responsible for understanding and providing for competencies needed by a school staff to operate an up-dated quality program.		II-A-6 A central facility is provided in each building for storage, retrieval and dissemination of information necessary and pertinent to the function of the staff.
		II-A-7 Provision is made to recognize and reward participants of staff development programs.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. STAFF DEVELOPMENT: School boards, through assistance of Area and central administration and school staffs, are responsible for understanding and providing for competencies needed by a school staff to operate an up-dated quality program.		II-A-1 An on-going career education staff development program has been established.
		II-A-2 Provision of time and finances have been made for staff to attend state and professional organization sponsored staff development conferences.
		II-A-3 Provisions have been made for appropriate consultant help.
		II-A-4 Each teacher, new to a building, will participate with regular staff in an orientation program including review of school goals, resources, and opportunities.
		II-A-5 Guidance competencies are established for awareness, exploration and preparation levels for use by staff in assessing their professional growth needs.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
B. GUIDANCE SKILLS: Guidance is a responsibility of every staff member as a part of the instructional program. Effective guidance depends upon staff competency in guidance procedures and activities. Guidance is defined here as assisting learners with "external" problems and providing information required for decision making.		II-B-1 Competencies are established for guidance services at awareness, exploration and preparation levels, for use by staff in assessing their professional development needs.
		II-B-2 Each staff member demonstrates competencies required to implement an effective classroom based, buidance program that includes a career emphasis.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- (0 — 100% IMPLEMENTATION LEVEL)	THERE: What ought to be--
C. PERSONNEL: 1. Instruction The school staff is the key element to a dynamic, on-going educational program. It is vital that the total staff serves as a team, maintains pace with changes in society, and assumes responsibility for professional growth.		II-C-1-1 Staff members are properly trained to carry out their functions in the career education program.
		High Schools only: II-C-1-2 Staff are vocationally certified for their area or responsibility.
		II-C-1-3 Coordination and/or direction is provided for each part of the career education program.
		II-C-1-4 The student-teacher ratio allows for quality education.
		II-C-1-5 Provisions for extended contracts exist where needed.
		II-C-1-6 Cooperative programs sharing personnel are being implemented.
		II-C-1-7 Time is provided staff for training, re-training and planning.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
C. PERSONNEL: 2. Administration Administrative leadership and commitment at all levels is required to develop and maintain a quality career education program.		II-C-2-1 A qualified person or persons have been identified and given the authority and responsibility of administering the career education program.
		II-C-2-2 The board, District and Area Administrators, have endorsed the career education program.
		II-C-2-3 Decision makers consider the advice and recommendation of advisory committees.
		II-C-2-4 Decision makers utilize the long-range plan in determining priorities and financing career education programs.
		II-C-2-5 Administrative structure and process allows for the utilization of input and recommendations of all staff levels in decision making.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
C. PERSONNEL: 3. Support Career Education program must have services in addition to the classroom teacher to maximize the effectiveness of instruction. These additional services include those programs listed in the Chart of Accounts under Support Programs (70-97) and include, among others counseling and guidance, evaluation, in-service education, library, resource centers, curriculum development, etc.		II-C-3-1 Personnel involved in the Support Programs (70-97) that contribute to meeting Career Education Program goals are included in the planning and implementing of the Career Education Program.
		II-C-3-2 Each support program (70-97) has included a career emphasis in their goals and philosophy and the personnel are prepared to accept this responsibility.
		II-C-3-3 Each staff member in a support program (70-97) has the competencies necessary to implement a career emphasis in that program.

CE CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. COMMUNITY: 1. Resources Involvement of individuals within the community maximize the effectiveness of the career education program because of their competencies and knowledge of current occupational needs and practices. "Community" in this context means all agencies, groups or individuals not part of School District #1.		II-D-1-1 Community human resources are used in the planned career education program for both students and staff development.
		II-D-1-2 The Institute for Public Affairs Research is utilized regularly to provide human resources from the community to aid in implementing Career Education.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- 0 ——— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
D. COMMUNITY. 2. Advisory Committee Career programs need to reflect the occupational world and community needs Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.		For High Schools: II-D-2-6 Each school's cluster programs are utilizing the services of district-wide cluster program advisory committees.
		II-D-2-7 Cluster program teachers actively participate in planning for advisory committee meetings and utilizing committee recommendations.

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CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- (0 — 100% IMPLEMENTATION LEVEL)	THERE: What ought to be--
D. COMMUNITY: 2. Advisory Committee Career programs need to reflect the occupational world and community needs. Advisory committees are relied upon to assist in planning and keeping programs current to the requirements of the world of work.		For all schools: II-D-2-1 District #1 has a functioning overall career education advisory council that each school can use for advice and assistance.
		II-D-2-2 Each school has a functioning advisory committee whose duties include review and recommendations about the career education program.
		II-D-2-3 Duties and responsibilities of each school advisory committee is outlined in writing and is being followed.
		II-D-2-4 Staff responsibility is designated for each school advisory committee.
		II-D-2-5 Each school advisory committee has broad community representation.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

II. Human Resources	HERE: What is-- (0 — 100% IMPLEMENTATION LEVEL)	THERE: What ought to be--
D. COMMUNITY: 3. Communication The effectiveness of the education program is maximized by involvement of individuals from the community because of their expertise and knowledge of current occupational needs and practices.		II-D-3-1 This school has a functioning public relations program utilizing a variety of materials and methods.
		II-D-3-2 Provisions are made for the community to communicate their concerns about the school program to the schools.
		II-D-3-3 Provisions are made to express appreciation to the community for its support.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

III. Physical Resources	HERE: What is-- 0 ——— 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
A. IN SCHOOL: The facility should provide a learning environment for diverse activities consistent with career goals. Equipment and supportive resources should be up-to-date and representative of the world of work.		III-A-1 Adequate facilities, equipment and resources are available and sufficient to carry out instructional objectives.
		III-A-2 Facilities and equipment are comparable with those in the world of work.
		III-A-3 Community resources are utilized in the instructional program.
		III-A-4 Cooperative programs utilizing in-school facilities are being implemented.

CAREER EDUCATION

In 1973-74 We are here:

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

III. Physical Resources	HERE: What is-- 0 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
B. IN COMMUNITY: The effectiveness of the education program is maximized by utilization of facilities within the community to augment available school facilities by providing learning stations that cannot be replicated within the schools.		III-B-1 Community service is provided through public use of school facilities, equipment and resources
		III-B-2 Provisions are made for the school to use facilities, equipment and resources of the community.
		III-B-3 Learning stations at all levels are provided in the community through the organizing efforts of IPAR and the IED.
		III-B-4 A regular process is in operation to utilize community physical resources including learning stations, field trip sites and other support materials.

CE CAREER EDUCATION

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LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

IV. Long Range Plan	HERE: What is-- 0 — 100% IMPLEMENTATION LEVEL	THERE: What ought to be--
An annually revised long-range plan covering 5 years of projected activities is necessary to enable the implementation and continual updating of the Career Education Program to meet the needs of students as described in Board Action 5338.		Each department/grade level/ program has an annually revised long-range plan that projects 5 years into the future.
		This school has an annually revised long-range plan that projects 5 years into the future.
		This Attendance Area has an annually revised long-range plan that projects 5 years into the future.
		This Attendance Area has annually revised target goals for implementing career education.
		Area II has an annually revised long-range plan that projects 5 years into the future.

CAREER EDUCATION Program Assessment Profile

School_____
Teacher / Program_____
Year_____

This is where we are!

CAREER EDUCATION

Here's how we plan to get there!

LOCAL ATTENDANCE AREA PLANNING

SCHOOL _____

Year 1	Year 2	Year 3	Year 4

Portl[illegible] Public Schools
Area II Career Education
L.E. Wallis, Specialist

PROJECT [illegible]AAP

Budget projections _____

_____ Attendance Area Plan[illegible]

School _____

GOAL	ONE TIME COSTS			ON-GOING COSTS		
	Activity/Item	Needed from District	Available within School	Activity/Item	Needed from District	Available within School